

R H Fulmer Middle

1614 Walterboro Street
West Columbia, SC 29170

Grades 6-8 Middle School

Enrollment 679 Students

Principal Dixon Brooks 803-822-5660

Superintendent Barry F. Bolen 803-739-8399

Board Chair William H. "Bill" Bingham 803-739-4708

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	2	21	22	2

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Below Average	No
2004	Average	Below Average	No
2005	Average	Below Average	No
2006	Average	Unsatisfactory	No

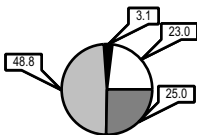
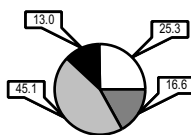
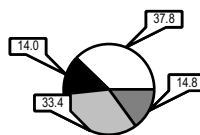
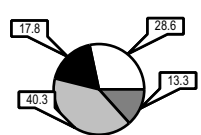
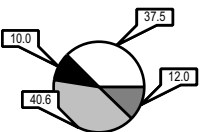
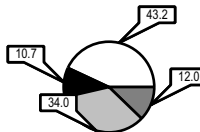
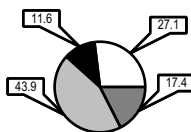
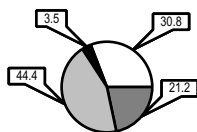
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	95.8	98.0
English 1	100.0	95.9
Biology 1/Applied Biology 2	N/A	80.0
Physical Science	N/A	78.4
All Subjects	97.5	96.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	667	96.3	22.2	49.0	25.6	3.2	37.5	Yes	Yes
Gender									
Male	347	96.0	29.3	50.2	18.6	2.0	29.3	N/A	N/A
Female	320	96.6	14.8	47.8	33.0	4.5	46.0	N/A	N/A
Racial/Ethnic Group									
White	460	97.8	19.9	47.8	28.1	4.3	41.6	Yes	Yes
African American	186	92.5	28.8	50.6	19.9	0.6	27.6	Yes	Yes
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	13	92.3	16.7	66.7	16.7	0.0	33.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	565	99.8	16.5	51.1	28.7	3.6	42.0	N/A	N/A
Disabled	102	76.5	63.9	33.3	2.8	0.0	4.2	No	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	667	96.3	22.2	49.0	25.6	3.2	37.5	N/A	N/A
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	666	96.2	22.3	48.9	25.6	3.2	37.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	382	93.5	28.0	52.9	17.5	1.5	27.1	Yes	Yes
Full-pay meals	285	100.0	15.4	44.3	35.2	5.1	49.8	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	667	96.3	24.2	45.8	16.9	13.0	40.5	Yes	Yes
Gender									
Male	347	96.0	25.1	45.9	15.6	13.4	38.1	N/A	N/A
Female	320	96.6	23.4	45.7	18.2	12.7	43.0	N/A	N/A
Racial/Ethnic Group									
White	460	97.8	18.9	45.4	19.6	16.1	46.3	Yes	Yes
African American	186	92.5	37.2	48.1	9.6	5.1	25.6	Yes	Yes
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	13	92.3	41.7	25.0	16.7	16.7	33.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	565	99.8	20.2	46.2	18.8	14.8	45.1	N/A	N/A
Disabled	102	76.5	54.2	43.1	2.8	0.0	6.9	No	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	667	96.3	24.2	45.8	16.9	13.0	40.5	N/A	N/A
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	666	96.2	24.3	45.7	16.9	13.1	40.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	382	93.5	32.6	49.2	10.5	7.7	28.6	Yes	Yes
Full-pay meals	285	100.0	14.3	41.8	24.5	19.4	54.6	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	667	99.1	38.3	33.2	14.6	13.9	28.5
Gender							
Male	347	98.8	36.2	33.0	13.8	17.0	30.8
Female	320	99.4	40.7	33.3	15.3	10.7	26.0
Racial/Ethnic Group							
White	460	99.6	33.1	32.4	16.0	18.5	34.5
African American	186	97.8	51.2	33.7	12.0	3.0	15.1
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	38.5	46.2	7.7	7.7	15.4
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	565	99.8	32.3	35.9	16.0	15.8	31.7
Disabled	102	95.1	72.8	17.4	6.5	3.3	9.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	667	99.1	38.3	33.2	14.6	13.9	28.5
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	666	99.1	38.4	33.1	14.6	13.9	28.5
Socio-Economic Status							
Subsidized meals	382	98.4	48.1	33.3	9.0	9.6	18.6
Full-pay meals	285	100.0	26.0	33.0	21.6	19.4	41.0

Social Studies							
All Students	667	98.2	28.6	40.5	13.1	17.8	30.9
Gender							
Male	347	97.7	26.4	37.7	15.4	20.4	35.8
Female	320	98.8	31.0	43.3	10.7	15.0	25.7
Racial/Ethnic Group							
White	460	99.1	24.3	39.6	14.4	21.8	36.1
African American	186	95.7	38.6	43.4	10.2	7.8	18.1
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	38.5	23.1	15.4	23.1	38.5
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	565	99.8	24.1	41.1	14.8	20.0	34.8
Disabled	102	89.2	54.3	37.0	3.3	5.4	8.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	667	98.2	28.6	40.5	13.1	17.8	30.9
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	666	98.2	28.7	40.4	13.1	17.8	31.0
Socio-Economic Status							
Subsidized meals	382	96.9	37.1	41.4	10.4	11.0	21.4
Full-pay meals	285	100.0	17.9	39.2	16.5	26.4	42.9

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	226	100.0	28.6	38.2	24.1	9.0	33.2
	7	203	99.5	18.1	50.0	28.6	3.3	31.9
	8	218	100.0	20.3	44.3	30.7	4.7	35.4
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	229	95.2	22.1	44.2	29.6	4.0	33.7
	7	231	96.5	22.7	50.7	24.6	1.9	26.5
	8	207	97.1	21.8	52.1	22.3	3.7	26.1
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	226	100.0	14.1	48.7	24.1	13.1	37.2
	7	203	99.5	23.1	38.5	20.9	17.6	38.5
	8	218	100.0	31.3	51.0	13.0	4.7	17.7
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	229	95.2	22.1	43.2	17.6	17.1	34.7
	7	231	96.5	23.2	42.2	19.9	14.7	34.6
	8	207	97.1	27.7	52.7	12.8	6.9	19.7
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	226	100.0	33.7	33.2	18.1	15.1	33.2
	7	203	99.5	31.9	36.8	13.7	17.6	31.3
	8	218	100.0	29.2	42.2	17.2	11.5	28.6
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	229	100.0	42.0	27.1	15.9	15.0	30.9
	7	231	97.8	36.1	33.3	17.4	13.2	30.6
	8	207	99.5	37.0	39.6	9.9	13.5	23.4
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	226	100.0	29.6	35.2	14.1	21.1	35.2
	7	203	99.5	32.4	42.3	15.9	9.3	25.3
	8	218	100.0	27.1	52.1	13.0	7.8	20.8
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	229	98.3	24.6	38.6	12.6	24.2	36.7
	7	231	97.8	29.7	37.4	14.6	18.3	32.9
	8	207	98.6	31.8	45.8	12.0	10.4	22.4

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 679)				
Students enrolled in high school credit courses (grades 7 & 8)	22.3%	Up from 17.0%	14.4%	16.7%
Retention rate	3.3%	Up from 1.8%	2.0%	2.5%
Attendance rate	96.6%	Up from 96.4%	95.8%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.6%	Down from 4.8%	0.1%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	3.6%	Down from 4.8%	0.1%	1.0%
Eligible for gifted and talented	23.5%	Down from 24.4%	18.5%	15.6%
On academic plans	30.9%	N/AV	42.2%	39.9%
On academic probation	30.7%	N/AV	0.6%	0.7%
With disabilities other than speech	14.0%	Up from 13.7%	13.4%	12.4%
Older than usual for grade	3.7%	Up from 1.8%	4.4%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Down from 0.6%	0.8%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 48)				
Teachers with advanced degrees	77.1%	Up from 69.6%	50.0%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	7.4%	N/A	7.4%	9.1%
Teachers with emergency or provisional certificates	0.0%	Down from 2.4%	3.6%	5.6%
Teachers returning from previous year	86.9%	Down from 90.5%	86.9%	84.6%
Teacher attendance rate	96.9%	Up from 96.1%	94.9%	94.8%
Average teacher salary	\$46,125	Up 4.5%	\$42,200	\$42,267
Prof. development days/teacher	18.7 days	Up from 12.0 days	12.5 days	11.9 days
School				
Principal's years at school	1.0	Up from 0.5	3.0	3.0
Student-teacher ratio in core subjects	22.9 to 1	Up from 21.0 to 1	21.5 to 1	21.1 to 1
Prime instructional time	92.1%	Up from 91.7%	89.3%	89.0%
Dollars spent per pupil*	\$6,547	Down 1.3%	\$6,096	\$6,243
Percent of expenditures for teacher salaries*	70.1%	No change	60.2%	59.8%
Percent of expenditures for instruction*	72.6%		64.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 92.5%	98.1%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	Up from Good	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.8%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

* or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Fulmer Middle School continues to follow our SACS School Improvement Plan to address needed improvements for our students. Based on our action plan's three key objectives—(1) character education teaching and service opportunities, (2) a focus on using student data to positively impact teaching styles, classroom strategies and environment, and (3) improved student achievement—our school continues to seek innovative and diverse ways to implement this plan. Focusing on these initiatives guided our faculty to continue well-known researcher Mike Schmoker's philosophy of allowing data to drive academic decisions and classroom instruction. Our staff completed an in-depth book study of *Subjects Matter: Every Teacher's Guide to Content-Area Reading* by Harvey Daniels and Steven Zemelman. Our school continued morning RIT Focus Lessons based on data from each student's MAP testing results. These classes changed subject and skill focus every two weeks and matched instruction with each student's strengths and weaknesses. Following this initiative for an entire school year brought a deeper understanding of our students, the way they learn, and how we teach them.

Our students continue to shine through involvement in both school and community extracurricular activities. Fulmer students brought pride to our school by winning the District Lt. Governor's Essay Contest and Sertoma Club's Essay Contest. Students collected over 1000 lbs of canned goods for the Hurricane Katrina victims and the National Junior Honor Society put together 70 relief kits for UMCOR. Fulmer continues its academic success with our Technology Student Association program. This extraordinary group of students won first place overall in the state and brought home the Chapter Excellence Award for the fourth straight year. Once again our band, chorus and strings programs all earned Superior ratings at both regional and state competitions. The existence of our Honors Art courses continues to produce student products far above the average middle school level. Students at Fulmer were once again offered a rewarding exploratory experience with the introduction of Spanish II and Spanish III, piano keyboarding, and student mentoring with other students in our special education program.

Our school's focus on fitness enabled an unprecedented number of our students to compete in our athletic programs as well as in Airport High School's athletic program. Bringing home District Championships in boys' basketball and boys' track, Fulmer students also participated on the AHS golf, tennis, softball, basketball, baseball and soccer teams.

With our building expansion complete, we moved into our new fine arts wing and began to enjoy our new art, strings, and ITE rooms. Our highly qualified and diversely talented staff continues to grow professionally by applying for National Board Certification, pursuing advanced degrees and certification, and obtaining Highly Qualified status required by the No Child Left Behind Act. Fulmer Middle School continues to work with its ever-changing population to meet the needs of our students, parents, and community.

Dixon Brooks, Principal

Lisa McKnight, School Improvement Council, Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	43	192	169
Percent satisfied with learning environment	90.7%	61.8%	75.3%
Percent satisfied with social and physical environment	88.1%	69.1%	75.9%
Percent satisfied with school-home relations	70.7%	78.4%	71.0%

*Only students at the highest middle school grade level at this school and their parents were included.